

PERCEPTIONS OF SELECTED BENEFICIARIES REGARDING GOVERNMENT GRANTS FOR SUSTAINABLE DEVELOPMENT PROJECTS

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ABSTRACT

The overall aim of the study was to explore and describe the perceptions of beneficiaries of government grants for the sustainability of development projects. A qualitative method was used following an explorative and descriptive design, as the researcher seeks to understand paradigm shifts from a welfare perspective to a developmental perspective. The qualitative approach is most suitable when the aim of the researcher is to understand a phenomenon from the point of view of participants (Creswell, 1998:17) and to elicit thought processes and feelings (Straus and Corbin, 1998:11).

The methods of data collection included in-depth semi-structured interviews, field notes as well as the use of focus groups. The semi-structured interviews allowed the researcher to ask specific questions in an open-ended manner when necessary. Data analysis was done according to Tesch's eight steps for analyzing qualitative research data (Creswell, 1994: 154-155).

Guba's model was used to assess the trustworthiness of research findings for ensuring trustworthiness in qualitative research (Krefting, 1990: 214-222). It is envisaged that this study will provide insights into the perceptions of beneficiaries of government social development grants. Findings indicate that a great deal of skills development for sustainability of development projects is needed, and will be used for further research in the area of social development.

CHAPTER 1

INTRODUCTION AND PROBLEM FORMULATION

1.1. INTRODUCTION

“The past Social Welfare dispensation in South Africa was characterized by fragmentation of services with a focus on rehabilitative services (curative) rather than on prevention or development” (Draft White Paper on Welfare, 1996:10). It failed to address basic human needs, large-scale poverty and the social development priorities of all people (Draft, White Paper on Welfare, 1996:10).

Lombard (1996) in Potgieter (1998:114) states that the restructuring of the social welfare delivery system should move towards a holistic approach. The holistic approach should ensure a balance between rehabilitative, protective, prevention and developmental interventions (Draft, White Paper on Social Welfare, 1996:10).

Social work in South Africa is undergoing a major paradigm shift. According to Ntebe (1994) in (Gray 1996), this paradigm shift is a process that involves a critical examination of current social work policies, roles, programs, and services. The Reconstruction and Development Program introduced to address the problems of the disadvantaged, provides a policy framework for the developmental approach. The promulgation of the White Paper for Social Welfare (1997) marked the acceptance of the developmental approach to social welfare.

Since the process of critical examination of current social work roles, programs and policies started, as well as the shift from a welfare approach to a developmental approach was adopted as a strategy to address poverty and other related social ills, numerous research studies were conducted. Some of these are noted below:

- The role of local government in income-generating poverty alleviation projects in the Amahlathi Municipality (Somthunzi, 2003);
- Self-reliant participatory development with reference to the community of Maboloka (Schulenburg, 1998);
- Achieving economic growth, poverty alleviation and sustainable livelihoods through the implementation of local economic development and developmental local government in South Africa (Nel, 2003); and
- Residents' perceptions of developmental local government (Bekker and Leilde, 2003).

Limited research has been conducted to date to ascertain the views or opinions of beneficiaries about the effectiveness of social development programs. Thus, it becomes important to determine the perceptions of beneficiaries on the effectiveness of social development grants as the process requires full participation and involvement of beneficiaries in order to be successful. From my observations as a social worker, it became obvious that most beneficiaries still view social development the same way they viewed the welfare approach to service delivery which provided them with regular welfare grants that create dependency without empowering them in order to become self-sufficient and self-reliant.

Another area of interest in the process of development is the concept of sustainability which requires the beneficiaries to understand that the grant

will not be paid forever as was the case traditionally with welfare grants but will be provided as a 'vehicle' to initiate programs which will sustain them in future.

It is therefore envisaged that this research study will attain its aim of determining the perception of beneficiaries of government grants for the sustainability of development projects so that the idea of the developmental approach can be embraced.

1.2. LITERATURE REVIEW

1.2.1. Historical background

A glance into the history of social welfare reveals that services were provided across centuries for disadvantaged persons and groups (Skidmore et al. 1991:4). Examples of such services include the care of the sick and the poor administered by the early Christian church, and the provisions of the Elizabethan Poor Laws of the sixteenth and seventeenth centuries. Social services came first, and later a more formalized professional service delivery was developed. Social work as a profession strives to help people solve and prevent problems in their social functioning, strengthen their social relationships, and enrich their ways of living. "It seeks to enhance the social functioning of individuals, singly and in groups, by activities focused upon their social relationships which constitute the interaction between man and his environment. These activities can be grouped into three functions: restoration of impaired capacity, provision of individual and social resources, and prevention of social dysfunction" (Potgieter, 1998:5-6).

Some critical problems have been identified within the welfare system, for example, the past welfare policies and programs were inequitable, inappropriate and ineffective in addressing poverty, basic human needs and social development priorities of all people. Racial, gender, sectoral and geographic disparities had created significant distortions in the delivery system. In general, welfare service provision had an urban as well as a racial bias. Services were not always located within underprivileged communities and were, therefore, inaccessible to them (White Paper for Social welfare, 1997). Social welfare focused on providing welfare grants like pensions, disability grants, child support grants, food parcels, handouts, and as well as a method of service delivery to assist in meeting the basic needs of people. Unfortunately this approach created dependency of beneficiaries, hence the researcher's interest in establishing the perceptions of beneficiaries on the effects of these grants on their functioning and how these can be addressed in order to attain sustainable development.

The thrust of the present government is to develop programs and projects that seek to empower those members of our society who are, in many ways, disadvantaged. Gone are the days when people relied on the welfare grant as an end in itself. The overall aim of this government is to offer the kind of grants that will lead to self reliance, self sufficiency and sustainable development. The challenge facing the welfare system is to devise appropriate and integrated strategies to address poverty alleviation as well as economic and social marginalization of the vast sectors of the population who are living in abject poverty (White Paper for Social Welfare, 1997).

The White Paper for Social Welfare (1997) emphasizes the need for restructuring and rationalizing the social welfare system in order to ensure the delivery of appropriate, sustainable, people-centered and integrated development services. Further, the White Paper for Social Welfare (1997) sets out principles, guidelines, proposed policies and programs for developmental social welfare in South Africa. As the primary policy document, the White Paper serves as the foundation for social development in the post apartheid era.

According to its Strategic Plan 2004-2007, the provincial government of the Eastern Cape has committed itself to improving access to public services through a developmental approach at provincial and district levels, planning to set out new ways of working, building and complementing the existing strategies for improving social services. Furthermore, the department of social development aims to facilitate the transformation of welfare services to deliver equitable, effective and appropriate developmental social welfare services to the 'poorest of the poor' and the most vulnerable sectors of our society. The ongoing progressive shift from a traditional welfare model to the developmental approach has been embraced and will be accelerated.

As its vision, a proactive and dynamic Eastern Cape Social Development Department strives towards a secure socio-economic environment and this will be adopted as a local government's vision and strategy. The basis for a developmental approach is grounded on the provisions set out in the White Paper on Local Government (March, 1998). The White Paper (on Local Government) asserts that local government should be developmental in its approach. This places local government at the centre of driving an ambitious developmental vision and program fashioned to

address developmental backlogs, poverty eradication, and the promotion of sustainable development as well as the provision of a safe and secure environment.

1.2.2. Definition of Social Development

Mbambo (1996) in Gray (1996a:212) states that before embarking on a definition of social development, it is important to mention that there are conditions in the South African Society which warrant a different approach to service delivery. This is a developmental approach. The drastic economic decline, high levels of unemployment and poverty levels, as well as large numbers of individuals and groups who were marginalized by apartheid legislation have been left with very little opportunity for growth and development hence social development, to address the issues indicated.

Steward (1994) in Kotze, (1997) is of the opinion that social development can be defined differently by different interest groups and intellectual traditions. Mbambo (1996) in Gray (1996b: 213) defines social development as an approach to social welfare and a philosophical framework for welfare services. It consists of planned efforts and processes for social changes which are designed to promote the well-being of the population as a whole, in conjunction with a dynamic process of economic development. Gray (1996c) and Midgley (1995), in (Gray, 1996:369) state that in social development all sectors of society are required to work together towards social upliftment and therefore it draws on a multisectoral approach. For the purpose of this study, social development will be defined according to Midgley (1995) who defines it as an approach to bring about sustained improvement in the well being of

individuals, family, community and society at large. “The ultimate objective of social development is to bring about sustained improvement in the well-being of the individual, family, community and society at large. The reduction or eradication of mass poverty, inequality and conditions of underdevelopment are widely accepted indicators for social progress” (Draft, White Paper for Social Welfare, 1996:164).

1.2.3. Theories of Development

Below, the researcher offers the following theories of development as the contextual theoretical framework that underpins this study: dependency theory, the basic need approach and empowerment theory.

1.2.3.1. Dependency Theory

According to Dos Santos, (1971:226) in Ferraro (2006:2) dependency is a “historical condition which shapes a certain structure of the world economy such that it favours some countries to the detriment of others and limits the development possibilities of the subordinate economies, a situation in which the economy of a certain group of countries is conditioned by the development and expansion of another economy, to which their own is subjected.” Martinussen (1997:85) states that “dependency theory came about as a reaction against modernization theories and partly as the outcome of a long-standing debate concerning the impact of imperialism” (Martinussen, 1997:85).

Ferraro (1996:1) points that “Dependency Theory developed in the late 1950s under the guidance of the Director of the United Nations Economic Commission for Latin America, Raul Presbisch.” (Ferraro, 1996:1).

Presbisch and his colleagues were concerned about the economic growth in advanced countries which did not lead to growth in poor countries. Ferraro (2006:01) offers and supports Prebisch's explanation that poor countries have become poor because of exported primary commodities to the rich countries that manufacture products out of raw material, and then sell them back to the poorer countries at exorbitant prices. The problem is that it is expensive for the poor countries to buy the manufactured products from the rich countries and not much money is made from the exported materials. Their studies suggested that economic activity in richer countries led to serious economic problems in poorer countries as opposed neoclassical theory which assumed that economic growth was beneficial to all.

Prebisch's solution was that poorer countries should embark on programs of import substitution so that they need not purchase the manufactured products from the richer countries. The poorer countries would still sell their primary products to the world market, but their foreign exchange reserves would not be used to purchase their manufactured goods from abroad (Ferraro, 1996:1).

There are three major obstacles which make this policy difficult to follow. Firstly, the internal markets of poorer countries are unable to compete with the richer countries in terms of keeping their prices low. Secondly, there seems to be neither the political will nor the desire to transform poorer countries from being primary producers of the products. Finally, poorer countries are not in a position to control the pricing of their products when they sell those products abroad (Ferraro, 1996:1). Ferraro (1996:1) states that dependency theory is regarded as a way of explaining the persistent poverty of the poor countries. The new traditional approach ignored this

persistence of poverty but stressed that the poorer countries do not have solid economic practices and that when they learned the techniques of modern economics then the poverty levels would begin to decrease.

1.2.3.2. Basic needs approach

In 1976 The International Labour Organization (ILO) adopted the basic needs approach. “It was defined to include certain minimum requirements of a family for basic private consumption: adequate food, shelter, clothing and household equipment, including essential services provided by and for the community at large, such as safe drinking water, sanitation, public transport, health and educational facilities” (Maistry & Ncapai, 2004:18). Haines (2005:12) states that it entails a shift from a grand theory to more practical approaches aimed directly at the reduction of poverty through an efficient delivery of social services such as education, health and welfare programmes.

1.2.3.3. Empowerment Theory

Gray (1992:16) describes empowerment as “a process which begins with conscientising people about their own subjective experience in relation to the experience of others and to the context within which their experience occurs” (Gray, 1992:16). Further, it aims at creating independence through making people aware of their rights, raising consciousness and the level of the significance of education. Gray (1992:33) states that the “empowerment model provides understanding of the way in which power imbalances affect the interactions between people and social systems, and they add insight into the power dynamics at work in determining which part of the system will do the adapting. Maladaptations occur when one system

is empowered at the expense of another” (Gray, 1992:33) hence empowerment seeks to change those social dynamics which disempower people, notably women and those that are marginalized.

Saleebey (1997:8) points out that empowerment is a method aimed at assisting individuals, groups, families and communities in order to discover and extend the resources within them and on their environment. Kindervatter (1979) in Gray (1998:54) is of the opinion that empowerment seeks to gain an understanding and control over social, economic and political forces which lead to improvement of one’s social forces in the community. Gray (1998:54) summarizes empowerment as a ‘tool’ that enables people to believe in themselves, to gain control over their welfare, to be in charge over their environment and their situation, to achieve their full potential, to become involved in political change, to actively participate and to take control and ownership through collective action. Further, empowerment means to be empowered in order to be in a position to exercise control and have maximum access to power.

Gray and van Rooyen (2002:194) have espoused a theory, the Strengths Perspective that underpins empowerment as a ‘tool’ for community development. They state that the Strengths Perspective regards clients as partners or participants in the helping process as it focuses on the strengths, assets, skills, capacities, abilities, resilience and inner resources of clients. The language of the Strengths Perspective empowers clients and views them as survivors since they become participants in and facilitates the helping process. The core values of social work are reflected in the Strengths Perspective language, notably, respect for people and social justice for all.

1.3. PROBLEM FORMULATION

There are many sources of research problems (Goddard and Melville, 2001:14 and Holloway and Wheeler, 1996:21). The authors assert that a research problem or topic comes from literature, personal observations and experiences or from discussion with others which could be linked to a particular area of the professional work, where gaps in knowledge can be identified. The researcher's interest in conducting this study developed from personal observations and experiences in professional practice as well as talking to other professionals within the scope of social development. Within the numerous research studies that were conducted in the field of social development, as indicated in chapter one, no specific research studies were conducted to determine the views or opinions of beneficiaries about the effectiveness of social development programs. This study seeks to address the lacuna 'created' by a lack of research studies in this area.

1.4. RESEARCH QUESTION

According to De Vos and Fouché (1998: 116) research questions are more relevant for use in qualitative studies whereas hypotheses are more likely to be used in quantitative research. The research question which formed the central focus of this study can be stated as follows:

What are the perceptions of beneficiaries regarding the effectiveness of government grants for sustaining development projects?

1.5. AIM OF THE STUDY

The overall aim of this study was to explore and describe the perceptions of beneficiaries of government grants for sustainability of development projects.

1.6. OBJECTIVES

The objectives of this study can be stated as follows:

- To establish the perceptions of beneficiaries of government grants regarding the sustainability of development projects.
- Based on the findings of this study, to make recommendations to the government and relevant stakeholders about the perceptions of beneficiaries regarding sustainable development projects.

1.7. RESEARCH DESIGN AND METHODOLOGY

1.7.1. Research Design

Creswell (1994) in de Vos (2002) defines design in the qualitative context as the entire process of research from conceptualizing a problem to writing the narrative. On the other hand Grinnell (1981: 198) defines research design as the plans, structures, and strategies of investigations, which seek to obtain answers to various research questions. The researcher intended to study and interpret the perceptions of beneficiaries of government grants for development projects by using a qualitative research design. This study followed an explorative and descriptive and contextual design in order to guide the implementation of this study.

1.7.2. Research Population and sampling method

Grinnell and Williams (1990:118) define a population as the “totality of persons or objects with which a study is concerned” Salkind (1997:96) states that a population is the group to whom one would want to generalize the results of one’s study. The research study consisted of selected beneficiaries of government grants for development projects in the Nelson Mandela Metropolitan, in Motherwell Township.

Creswell (1998:148-149) asserts that in qualitative research “the idea is to purposefully select informants that will best answer the research questions”. De Vos (2002:334) states that clear identification and formulation of criteria for the choosing of respondents are important. The selection criteria for this research study required all participants to be involved in development projects. The study used 2 focus groups consisting of 4-8 members who were involved in development projects funded by the government in the Nelson Mandela Metropolitan. The sampling consisted of Xhosa-speaking males and females between the ages 18 and 35 years residing in Motherwell Township. The participants were able to read and write in order to facilitate the process of data collection. The process of data collection stopped when data reached saturation. The interviews were conducted in an environment agreed upon by both the interviewer and the participant.

The researcher facilitated entry into the setting with community development workers, as gate keepers, from the department of social development in the Nelson Mandela Metropolitan. The researcher made contact with the community development workers by sending letters or e-mailing them in order for them to become acquainted with the study to be

investigated. They were requested to assist in identifying possible participants and inform them about the research study and determine if they were willing to participate in the study. The participants were requested to sign a consent form, and the researcher explained the purpose and procedure of the research study.

1.7.3. Data Collection

According to Creswell (1994:148), the data collection steps involve setting boundaries for the study, collecting information through observations, interviews, documents, visual material and establishing the protocol or recording information.

There are four major types of interviews that the researcher can choose from (Tutty et al, 1996: 52):

- Structured or standardized interview which uses a common interview schedule that contains specific questions or items. Its rationale is to offer all interviewees approximately the same set of questions so that each person's response can be compared with the other participants' responses. The disadvantage is that you may find that particular questions are irrelevant to some people and some contexts.
- Unstructured interviews, sometimes called open-ended interviews, are generally considered to be the best way to gain an understanding of people's perceptions. "Unlike in structured interviews, unstructured interviews do not use an interview schedule that contains a common interview; you must develop, adopt, and generate questions

appropriate to a given situation and the central purpose of your study” (Tutty et al. 1996: 55).

- Semi-structured interviews: “Between the two extremes of structured and unstructured types of interviews is the semi-structured interview, set of standardized questions (Tutty et al. 1996:54). In this case there are usually some predetermined questions or key words used as a guide” (Tutty et al. 1996:56).
- Focus groups: According to Krueger and King (1998:10) focus groups work because they tap into human tendencies. Further, they foster in-depth discussions of attitudes and perceptions regarding the concepts, products and services between members. In other words the members get an opportunity to share their attitudes and perceptions about issues with which they are involved.

Stewart and Shamdasani (1990:16) identify the following advantages about focus groups:

- Focus groups provide data from a group of people quicker and at a lower cost than would be the case if individual interviews were conducted;
- Focus groups allow the researcher to interact directly with the respondents, thus providing opportunities for the clarification of responses, follow-up questions and for the probing of responses.

On the other hand, Krugger and King (1998:36-37) identified the following limitations of focus groups:

- Focus groups are difficult to assemble and must be conducted in an environment conducive to conversation;
- The researcher has less control in the group interview and will need good interviewing skills to keep the group focused.

For the purpose of this study the researcher made use of focus group discussions and in-depth semi-structured interviews. Marshall and Rossman (1999:108) state that in-depth interviewing can be described as “a conversation with a purpose”. This allowed the researcher to ask specific questions in an open ended manner when the need arose.

Two recording methods were used during the interviews. Interviews were tape recorded and permission was sought from participants. This ensured that valuable information was captured. The second method was note taking after the interview, as Tutty et al. (1996: 68-69) state that note taking can serve as a safe guard against mechanical difficulties. Furthermore, it allows the researcher to record the nonverbal expression of the participants. Once the research has been completed the information in both tapes and notes will be destroyed.

Participants were informed about the findings of the research study and were given a chance to correct any misinterpretations made by the researcher. The research study was concluded when it reached a point of saturation and participants were prepared for termination.

1.7.4. Pilot Study

The New Dictionary of Social Work (1995: 45) in De Vos et al. (2002: 211) defines a pilot study as a process whereby the research design for a

prospective survey is tested. The first interview with the focus group consisting of 6 members served as the pilot study. De Vos et al. (2002:24) state that although the researcher may plan his or her investigation very carefully and logically, the practical situation will remain an unknown factor until it is entered. A pilot study is valuable, according to Hoinville et al. (1978:51) in De Vos (2002:216), for refining the wording, ordering, layout, and in helping 'prune' the questionnaire in order to make it 'appropriate' for data collection. In other words the pilot study helped the researcher 'polish' the research tools. The researcher evaluated the questions and the interview process to see if anything needed to be changed before embarking on the second interview.

1.7.5. Data analysis

According to De Vos (2002:341) data analysis is a process of bringing order, structure and meaning to the mass of collected data. The researcher followed the eight steps, provided by Tesch (1990) in Creswell (1994:154-155) to analyze the data, as indicated below:

- The researcher read through all the transcripts carefully in order to get a sense of the whole and wrote the ideas down in the margin.
- Underlying meaning was identified in all the interviews and thoughts that came up were written down.
- A list of all topics from the transcripts was made and similar topics were clustered together.
- The researcher abbreviated topics as codes.
- Descriptive wording for topics was found and turned them into categories.

- The codes were put into alphabetical order.
- The researcher grouped the data under different categories and preliminary analysis was done.
- The researcher recorded the data and wrote the final report.

1.7.6. Method of verification

Data verification “involves checking for the most common biases that can steal the process of drawing conclusion” (Poggenpoel, 1982 in de Vos et al. (1998:351). Guba (1989) in Krefting (1991) propose a model based on four aspects of trustworthiness for assessing qualitative data, namely, truth-value, applicability, consistency and neutrality.

Truth-value is concerned with how confident the researcher is with the truth of the findings based on the research design, informants and context in which the study was undertaken. It is attained by the discovery of human experience as lived and experienced by the informants. Credibility is the strategy which establishes the truth value of a study.

Applicability is defined as the degree to which the findings can be applied to another context or setting and is established through transferability.

Consistency of the data is concerned with whether the findings would be consistent if the research study was to be conducted with the same subjects or in a similar context. Consistency is established through the strategy of dependability.

Neutrality according to Poggenpoel (1982) in de Vos et al. (1998:350), refers to the degree to which the findings are a function solely of the

informants in the conditions of the research, and not of other biases and perspectives, and is established through the strategy of confirmability.

1.8. CONTEXTUAL CONCEPT CLARIFICATION

The following key concepts were used in this research study.

1.8.1. Social Development

Social development consists of planned efforts and processes for social change that are designed to promote the well being of the population as a whole, in conjunction with the dynamic processes and principles of economic development” (Midgley, 1995)

1.8.2. Government Grant

An amount payable from government funds to people who qualify for a grant for development projects, for the purpose of self and community empowerment and sustainable development.

1.8.3. Beneficiaries

For the purpose of this study, beneficiaries refer to recipients of government grants for development programs.

1.9. ETHICAL CONSIDERATIONS

De Vos et al. (1998:24) state that ethics can be understood as a set of rules that prescribe how the researcher will behave towards participants in a research study. The researcher used the following principles:

- Participants gave their voluntary consent to participate in the research study. The written consent forms which stipulate the purpose of the research study, procedures, and the rights of participants were provided.
- Participants' rights of privacy were respected.
- The researcher protected the participants' identity by using pseudo names.

1.10. LAYOUT OF CHAPTERS

Below is a preliminary outline of the study:

Chapter 1 – This chapter deals with the general overview and the background of the study, the objectives of the study, and the research design and methodology. Literature is reviewed in order to contextualize the study.

Chapter 2 – This chapter expands on the research design and methodology used in the study and describes in detail the steps that were used in executing the study.

Chapter 3 – This chapter deals with the presentation and discussion of the research findings, presented in the form of themes, sub-themes and categories and supported by quotes from the participants.

Chapter 4 – This chapter provides a summary of the findings of the study, and further provides recommendations based on the research findings.

1.11. DISSEMINATION

The findings of the research will be compiled in the form of a treatise and a copy, placed in the library of Nelson Mandela Metropolitan University.

CHAPTER 2

RESEARCH DESIGN AND METHODOLOGY

2.1. INTRODUCTION

In chapter one, the researcher gave an overview of how the research study was conducted. The aim and the objectives of the research study were presented. Thereafter, the research design and methodology were described. In this chapter the researcher expatiates on the research design and methodology used in the study. According to Silverman (2000:89) methodology is a general approach to studying research topics. The research method that was utilized by the researcher will be explained in detail according to de Vos et al. (1998:424). Holloway and Wheeler (1996:173) state that the researcher has to clarify the process of the research in order to enable the reader to know the details of the design which could assist the reader to develop confidence in the method used. The purpose of this chapter is to provide such information. Below is the outline of topics to be covered by the researcher:

- Problem formulation
- Selection of a qualitative design
- Research universe and sampling
- The pilot study
- Method of data collection
- Data analysis
- Data verification
- Conclusion

2.2. AIM OF THE STUDY

The aim of the study was to explore and describe the perceptions of beneficiaries of government grants for sustaining of development projects. The research question which formed the central focus of this study can be stated as follows:

What are the perceptions of beneficiaries regarding the effectiveness of government grants for sustaining development projects?

2.3. OBJECTIVES OF THE STUDY

According to Fouché in De Vos (2002. 107-108) research objectives are seen as steps the researcher takes in order to attain the research goals. The following were stated objectives of this study:

- To explore and describe the perceptions of beneficiaries of government grants regarding the sustainability of development projects.
- Based on the findings of this study, to make recommendations to the government and other stakeholders about the perceptions of beneficiaries regarding sustainable development projects.

2.4 THE RESEARCH DESIGN

After formulating the problem, the researcher had to carefully think about the approach which will be suitable for the topic selected either a qualitative or a quantitative approach. The following section will elaborate

on the process followed by the researcher in choosing a suitable approach that was used in the study.

2.4.1. Selection of Qualitative Design

The researcher had to carefully consider the differences between qualitative and quantitative approaches in order to select the appropriate approach that will best answer the research question. De Vos et al. (1998:241) state that qualitative and quantitative approaches differ greatly from each other. Mouton and Marias (1990:155-156) as quoted by De Vos et al. (1998:202, 236) assert that the qualitative approach is more highly formalized and more explicitly controlled than the quantitative approach. On the other hand Creswell (1998:17) states that an individual who is willing to engage in a qualitative inquiry needs to determine a rationale for choosing this approach as it must be selected because of the nature of the research topic. According to Holloway and Wheeler (1996:20) qualitative researchers adopt a person-centered and holistic perspective. Furthermore, this approach develops understanding of human experiences, which is important to professionals who focus on carrying communication and interaction.

On the other hand De Vos et al. (1998:241) assert that the quantitative research “is based on positivism, which takes scientific explanation to be based on universal laws”. Furthermore its main aims are to measure the social world objectively in order to test hypotheses and to predict and control human behaviour. In contrast, the qualitative research stems out of an antipositivism and interpretative approach and it is holistic in nature. Its main aim is to understand social life and the meaning that people attach to everyday life.

A qualitative approach was selected as stated in Chapter 1 as it seeks to address the aim of the study which is to explore and describe the perceptions of beneficiaries of government grants in order to address the sustainability of development projects, as well as the research question as the researcher seeks to understand the paradigm shift from a welfare perspective to a developmental perspective. According to Creswell (1998:17) the qualitative approach is most suitable when the aim of the research study is to understand a phenomenon from the point of view of participants and to elicit thought processes and feelings.

In chapter 1, it was stated that this study followed an explorative, descriptive and contextual design in order to guide its implementation. According to de Vos et al. (1998:253) in an effort to gain a better understanding of the phenomenon being studied, qualitative researchers typically employ a wide range of strategies of enquiry. The various strategies will differ depending on the purpose of the study, the nature of the research question, and the skills and resources available to the researcher.

- **Exploratory design**

According to Yegis and Weinbach (1996:92), exploratory research is appropriate when problems have been identified, but the researcher's understanding of them is quite limited. Exploratory designs are used to begin the process of knowledge building about a problem or question. Babbie (1997; 376) asserts that the phenomenology is used to emphasize a focus on people's subjective experiences and interpretations of their world.

- **Descriptive design**

Neuman (1994) in (de Vos 2002:109) states that descriptive research and exploratory research have some similarities, but also differ in many respects. The author states that although they may blend in practice, descriptive research presents a picture of the specific details of a situation, social setting, or relationship, and focuses on ‘How’ and ‘Why’ questions. This study is descriptive because the methodology and the findings were described in detail.

- **Contextual design**

De Vos, et al. (2002:281) state that qualitative research is contextual because it aims at studying people in their natural setting, in order to fully understand the dynamics of human meanings or perceptions. They further state that people’s behaviour become meaningful and understandable when placed in their context and of those around them. This research studied the participants in their own settings in order to understand how they perceive government grants that are supposed to sustain their development projects.

2.5. PARTICIPANTS AND SAMPLING PROCEDURE

Participants in the present study were purposefully selected beneficiaries of government grants for development projects. De Vos et al., (1998:198) define “non-probability purposive sample” as a sample that is composed of elements which contain the most characteristic, representative or typical attributes of the population. On the other hand, Creswell (1998:32) states that the purposeful selection of participants represents a key decision point

in qualitative study. The author asserts that researchers designing qualitative studies need clear criteria and need to provide a rationale for their decisions. The researcher in the present study applied the following criteria for inclusion, as indicated in Chapter 1 of this report:

- They were residing in the Nelson Mandela Metropolitan. Hence the sampling included youth staying in Motherwell (males and females).
- All participants were involved in small business projects as a policy requirement by the government, and had submitted applications to the provincial government for funding purposes.
- All the participants were between the age of 18 and 35 years.
- Three of the participants were females and seven males. This was in line with the selection criteria of participants which required that both genders be represented in the sample.
- All the participants in this study were amaXhosa, thus interviews were conducted in Xhosa and the transcripts were translated into English.
- All the participants resided in Motherwell Township in the Nelson Mandela Metropolitan.

De Vos et al. (1998:256) assert that once the research population and appropriate sampling strategies have been considered, the researcher decides on how entry to the research site will be gained. Berg (1995:89) states that “entering and staying in the site is not a straightforward easy procedure”. de Vos et al., (1998:257) support this view, and add that getting in is hard work and it is not uncommon for researchers to “spin their wheels” for weeks or even months trying to get into the fieldwork setting.

The researcher facilitated entry into the setting with community development workers employed by the department of social development in the Nelson Mandela Metropolitan, by making appointments with them either telephonically, sending letters or by e-mail. They were requested to assist in approaching possible participants and inform them about the research study as well as to determine if they were willing to participate in the study. The willing participants were requested to sign a consent form to commit themselves to participate in the study. The purpose and the procedure of the research were explained to them.

2.6. PILOT STUDY

According to de Vos (2002:337), it is important to conduct a pilot study, whether a qualitative or a quantitative study is undertaken. In qualitative research, a pilot study is usually informal, and the participants must possess the same characteristics as those of the main investigation. Janesick (1995) in de Vos et al., (1998:337) state that a pilot study in qualitative research allows the researcher to focus on specific areas that may have been unclear previously, or to test certain questions. The authors add that, by testing the nature of questions in an interview schedule, the researcher is able to make modifications with a view to quality interviewing during the main investigation.

On the basis of this, the researcher conducted a pilot study. This exercise assisted her in testing the questions and the researcher was also able to modify some questions which seemed repetitive as was revealed during the pilot study.

2.7. DATA COLLECTION METHODS

In-depth semi-structured interviews were used for the collection of data. The use of this type of interviews permitted the collection of more extensive and detailed data from individual participants enabling them to articulate their own views and experiences. This assisted the researcher in examining the phenomenon in context. This approach is supported by Charnley (1999:32), who argues that semi-structured in depth interviews generate data from the participants' perspective as well as enable the researcher to understand the behavior of participants from their own frame of reference. Participants were interviewed until saturation was reached, a stage at which no new data could be obtained (de Vos et al., 1998:254). An interview guide, which was developed and employed to gather information, contained the following questions:

- Describe to me briefly the history of your project.
- What is the criterion of getting the government grant for the project? How do you feel about these criteria? "Are you happy or not, if not why?"
- In your opinion, are the grants for projects effective in ensuring sustainability? If yes in what way are they. If no, what suggestions can you put forward?
- What plans does your project have to ensure its own sustainability should the grant stop?

2.8. THE ROLE OF THE RESEARCHER

According to Yegidis and Weinbach (1996:151) the researcher can play different roles during data collection stage and the authors identify the

following five roles; concealed, non-participating, non-concealed, participating and minimal participating. The authors further state that the role which the researcher assumes depends on the nature of the research and how much does the researcher want to affect the quality of the data collected. In this study the researcher participated during data collection by asking probing questions.

2.9. DATA ANALYSIS

According to Creswell (1994:153), data analysis comprises data collection and sorting it into themes, sub-themes and categories, formatting the data into a coherent story or picture, and writing the qualitative text. Marshall and Rossman (1999) in De Vos et al., (2002:341) have a similar view. According to these authors, data analysis is the process of bringing order, structure and interpretation to the mass of collected data. They further state that the process of data analysis is a search for general statements about relationships among categories of data. Data was analyzed according to themes and sub- themes as well as categories and, sub-categories. Tesch's model of content analysis was used. Tesch (1990) in Creswell (1994:154-155) suggests eight steps to follow in analyzing data, as discussed in chapter 1:

- The researcher read through all the transcripts carefully in order to get a sense of the whole and wrote the ideas down in the margin.
- Underlying meaning was identified in all the interviews and thoughts that came up were written down.
- A list of all topics from the transcripts was made and similar topics were clustered together.
- The researcher abbreviated topics as codes.

- Descriptive wording for topics was found and turned them into categories.
- The codes were put into alphabetical order.
- The researcher grouped the data under different categories and preliminary analysis was done.
- The researcher recorded the data and wrote the final report.

2.10. DATA VERIFICATION

De Vos et al. (1998:351) state that data verification is an important step of data analysis. The authors add that verification involves checking for the most common biases that can “steal” into the process of drawing conclusions. Data gathering through the in depth interviews with participants was verified using Guba’s model of trustworthiness as outlined in De Vos. (1998:351). This model includes four aspects, namely, truth value, applicability, consistency, and neutrality.

• Truth value

Truth value involves determining whether the researcher has established confidence in the truth of the findings for the subjects and the context in which research is undertaken (De Vos et al., 1998:331). In ensuring truth value, the researcher ensured credibility of the findings by checking out that what the participants were saying matched reality, and by asking different, probing questions as well as asking for examples where appropriate. In addition, an independent coder was employed. Discussions with the independent coder focused on the research process and themes that emerged from data analysis. The independent coder contributed to the truth value of the study by checking the statements found in the

recordings, and by analyzing and coding all transcripts almost at the same time as the researcher.

- **Applicability**

Krefting (1991) in De Vos (2002:443) refers to applicability as the degree to which the findings can be applied to other contexts and settings or with other groups; it is the ability to generalize from the findings to larger populations. The author states that the ability to generalize is not relevant to many qualitative research projects, because the strength of qualitative research is that it is conducted in naturalistic settings with few controlling variables; each situation is defined as unique and is therefore less amenable to generalizations. In this study applicability was ensured through the provision of a thorough description of the research process to the participants.

- **Consistency**

Consistency refers to “whether the findings would be consistent if the enquiry was replicated with the same participants or in a similar context” Krefting (1991) in De Vos et al. (1998:331). In this study the use of colleagues to check the research plans and implementation helped in ensuring consistency in the present study. Furthermore, a dense description of the research methodology provided information that increased the likelihood of consistency.

- **Neutrality**

This refers to the degree to which the findings are a function solely of informants and conditions of the research and not of other bias, motivations or perspectives. In this study, neutrality was maintained by means of collecting and keeping material that reflected each participant's views on the subject. The researcher also had debriefing sessions with some of her colleagues. However, these were not recorded. The use of an independent coder also ensured neutrality of the study.

2.11. CONCLUSION

In this chapter the researcher described the methodology adopted and the reasons and justifications for it. Several subsections were included in order to make explicit the path of the research process namely, the choice of a research topic, description of the research design, the sampling plan, data collection procedure, and measuring instruments were included, as well as data analysis. The choice of a qualitative research design enabled the researcher to meet the aim and the objectives of the study. This approach also facilitated an understanding of the meanings, experiences, and perceptions participants attached to the phenomenon of beneficiaries of government grants regarding the effectiveness of these grants for sustainability of their projects. The next chapter will provide the interpretation of the results from the data collection collected by the researcher.

CHAPTER 3

DATA ANALYSIS AND LITERATURE CONTROL

3.1. INTRODUCTION

Chapter 2 provided an overview and description of how various steps of the research process were executed. These steps, included in the research design and methodology of the study were: data collection through the use of sampling, pilot study and semi structured interview schedule and focus groups, as well as data analysis, as discussed in Chapter 2. The researcher collected data that was later analysed. (Verbatim transcripts of focus group-taped interviews were done after the interviews). The researcher took field notes as well and she translated the transcripts from Xhosa to English.

In this chapter, the researcher analyses the data and reference is made to supportive literature. The overall aim of this study was to explore and describe the perceptions of beneficiaries of government grants for sustainability of development projects as stated in Chapter 1.

In order to achieve the aims of the study, research questions were formulated. According to de Vos and Fouché (1998:116) research questions are more relevant for use in qualitative studies. The research question which formed the basis of this study was stated as follows:

What are the perceptions of beneficiaries regarding the effectiveness of government grants for sustaining development projects?

The following questions were used to guide the researcher:

1. Describe to me briefly the history of your project?
Ndinike imbali yeliphulo ngokufutshane
2. What are the criteria for getting a government grant for the project?
What is your opinion about these criteria?
Inkxasomali evela kurhulumente ifumaneka phantsi kweyiphi imiqathango?
3. In your opinion are the grants effective in ensuring sustainability of the project, if yes, in what way are they, if no, what suggestions can you put forward?
Ngokwembono zakho ingaba le mali-nkxaso iyasebenza, ukuiba ewe isebenza njani, ukuba hayi undacebisa ntoni
4. What plans does your project have to ensure its own sustainability should the government grant come to an end?
Zeziphi izicwangciso iphulo lakho elinazo ukuqinisekisa ukuba linako ukuzimela naxa inkxaso karhulumente iyekile?

The researcher used an independent coder to assist with the analysis of data in order to make sure that the accuracy of the findings is not compromised. Data was analysed according to Tech's eight steps of content analysis in (de Vos et al. 1998:343). This process assisted the researcher to come up with themes, sub-themes and categories based on the data that was collected and analysed.

3.2. PROFILE OF PARTICIPANTS

Below is a profile of participants who fitted the selection criteria as discussed in chapter 1.

- All participants were involved in small business projects as a policy requirement by the government, and had submitted applications to the provincial government for funding purposes.
- All the participants were between the age of 18 and 35 years.
- Three of the participants were females and seven, males. This was in line with the selection criteria of participants which required that both genders be represented in the sample.
- All the participants in this study were amaXhosa, thus interviews were conducted in Xhosa and the transcripts were translated into English.
- All the participants resided in Motherwell Township in the Nelson Mandela Metropolitan.

3.3. FINDINGS OF THE STUDY

Below are the themes and sub-themes that emerged from the data analysis:

3.3.1. Perceptions of beneficiaries before receiving funding

- 3.3.1.1. Time frame
- 3.3.1.2. Criteria for funding
- 3.3.1.3. Support and guidance from various stakeholders

3.3.2. Perceptions of beneficiaries after receiving funding

- 3.3.2.1. Co-ordination of services to prevent overlapping and misuse of funds
- 3.3.2.2. Sustainability
- 3.3.2.3. Skills development

3.3.3. Suggestions put forward by beneficiaries to improve this situation

- 3.3.3.1. Stability of officials at work
- 3.3.3.2. Contextualisation of funding
- 3.3.3.3. Projects to be introduced in schools
- 3.3.3.4. Setting clear standards and maintaining them
- 3.3.3.5. Projected budget
- 3.3.3.6. Training of co-ordinators

As stated earlier, a discussion of themes and sub-themes that emerged from the findings of the study will be offered in this chapter. These will be supported by quotes and endorsed by literature.

3.3.1. Perceptions of beneficiaries before receiving funding

The Minister of Social Development, Dr. Skweyiya, in his budget vote speech (2006) stated that the department of social development seeks to build a caring and integrated system of social development services that facilitate human development and improve the quality of life of all South Africans. He also mentioned that the department provides support to the provincial department of social development as well as monitors and evaluates a range of social development programmes. He further stated that in addition to the provision of social assistance, the department

manages the Poverty-Relief Programme which aims at assisting government's commitment to community empowerment. "The programme entrusts state resources to communities to undertake and dictate development for themselves from themselves by themselves". (National treasury Budget Speech, 2005:6)

According to Deputy President Mlambo-Ngcuka, the core objective of the government as set out in 2004 is to halve poverty and unemployment by 2014 through skills training for sustainable development projects. Gray (2006:15) endorses this goal but offers a challenge to scholars to provide a systematic description and examination of the South African experience in implementing social development programmes. She argues that because social development marries social and economic goals, one cannot evaluate developmental welfare or social development in South Africa without examining shifts in economic policy.

Midgley (1995:8) endorses this view point when he states, "Social development offers a comprehensive macro perspective that focuses on communities and societies, emphasizes planned intervention, promotes a dynamic change – oriented approach which is inclusive and universalistic, and above all seeks to harmonize social intervention with economic development efforts." (Midgley 1995:8). He further states that the social development approach uniquely integrates economic and social objectives. He also states that acquisition of skills and knowledge is a prerequisite for economic development (Midgley 1995: 79). In addition he points out that "the notion of social development as a process invokes theoretical debates about how the process can be initiated as the proponents of social development also not believe that social development occurs naturally, but

that it requires intervention by the state or some other external agency.”
(Midgley, 1995:79)

This study used focus group interviews focusing on youth as selected beneficiaries of government grants for sustainable development projects. This focus on the youth was endorsed by Dr Skweyiya when he, in his budget speech (2005:8), stated that the youth is central to the government’s commitment to fight poverty. He highlighted that the number of youth projects funded through the Poverty Relief Fund increased over the years and that these projects have reached out to previously disadvantaged areas in the North West, Northern Cape and Eastern Cape. He also stated that the Department of Social Development, in recognition of the unique needs of the youth of today, has developed legislation, policy and strategies as well as best practice examples (National Treasury Budget Speech, 2005:8).

The following sub-themes emerged from the above theme:

3.3.1.1 Time Frame

The participants stated that there is a long waiting period before getting the funding as they verbalised in the following quotes:

“The only problem we experienced with them is that their process takes very long, the process of acceptance and being informed”

“We started the process of application around 2000 and it was processed but to access the funds was around 2002, so it took 2 years”.

According to Mthethwa (2003:10) the government is made up of different sectors (departments) which are important and compete for a 'slice' of the financial resources available for implementing government programmes and each sector has unique programmes that have different cost structures. Therefore the expectations by different sectors vary and this poses a challenge to the government. In other words this implies that the waiting period to receive the government funds is due to the process of distributing the budget to its different sectors. Further, Mthethwa (2003:11) states that the government cannot satisfy the community's expectations as there is a need for additional funding and infrastructure development, hence in an Eastern Cape meeting all the needs of different sectors will take a long time to be addressed.

3.3.1.2 Criteria for Funding

One of the criteria put forward for qualification for funding was that of race. Since Africans were disadvantaged because of the poor service delivery they received as a result of the apartheid system of governance, they were considered as the most financially disadvantaged racial group, and therefore would get the first preference as a means of addressing the imbalances of the past.

Participants mentioned that before applying for funding they should be involved in small business projects. They also cited that they needed to have a joint proposal as the government cannot fund the same project done by numerous groups. They further revealed that in order to access government funds they needed to have a sound business plan which must be drawn to the satisfaction of the department of social development.

This was expressed in the following words:

“As criteria they emphasise that the business plan must be correct. If it is not correct it is given back so that it can be corrected.”

Arkebauer (1994:2) states that the aim of a business plan is to validate an idea and challenge every aspect of the business. “It is a written presentation that carefully explains the business, its management team, its product or services and its goals together. There are two primary purposes of any business plan. The first has an outside objective – to explain funding. The second serves an inside premise – to provide a plan for early development, to guide an organization toward meeting its objectives” (Arkebauer, 1994:2).

The participants also mentioned that the criteria included gender and equity. The National Treasury Budget speech (2005:6) states that advancing social development inevitably has gender implications as it is largely women who assume caring responsibilities in society, caring for their families, the children and the sick.

Participants further mentioned that there was no discrimination on the basis of one’s HIV and AIDS status. In his budget speech (2006) the minister of social development, Dr Skweyiya, mentioned that youth development is also addressed within the department through, amongst other priority areas, poverty reduction and integrated development as well as programmes that address HIV and Aids amongst the youth.

Another criteria raised by the participants was the high levels of unemployed youth. The National Youth Policy (1997) states that, youth unemployment is high when the age groups 15-24 and 25-34 are

combined and constitutes about 75% of the total unemployed persons. This reflects that youth unemployment is a critical problem in South Africa.

3.3.1.3. Support and guidance from various stakeholders

The participants expressed their views regarding receiving the funding from the department and they voiced that they got support and guidance from various stakeholders. The following statements reflect this:

“Yes they give you the format that you need to follow as a guide; if there are things we don’t understand they are just a call away.”

Another participant added the following:

“There are two people that are directly allocated to monitor the projects. The first is a social worker from social development who is a community liaising officer. The second one is the provincial office that has a contract with an independent body called IDT which looks into how funds have been used, whether they have been used in line with the budget.”

Caplan (1974) in Osei Hwedie (1995: 151) identifies two types of support systems. Firstly, the spontaneous or natural system consisting of relatives, friends and neighbours who are in a relationship of continuous support. He continues to say that others provide informal supplementary help and are referred to as informal helpers. These helpers determine the nature of help offered to various groups and organisations. Secondly, organised support that is directed by professionals. He is of the opinion that in this context support is given in an organised framework by formal groups and organizations.

In support of this Osei Hweidi (1993:149) states that social support helps in decreasing the emotional effects on individuals and groups. He further states that it comes in many forms and includes “physical aid which includes material goods and services, psychological aid, emotional support, appraisal support, informational support, mutual obligation and reciprocity, social integration and nurturance” (Osei Hweidi, 1993:149).

3.3.2: Perception of beneficiaries after receiving funding

Midgley (1995: 7) states that social development is an approach to promote people’s welfare that is well suited not only in enhancing the quality of life for all citizens but also responding to the problems of distorted development.

The National Youth Policy (1997) states that youth development should take place at the local level and municipalities have a responsibility through their Integrated Development Plans and budgets to ensure that youth has access to business opportunities and support programmes.

3.3.2.1 Co-ordination of services to prevent overlapping and misuse of funds

The participants had to ‘team up’ in their application in order to get funding because the government wanted to prevent overlapping of services and misuse of funds. The following statements reflect this:

“When we started we were three organizations. What happened is that we realized that these three organizations all work with IT. When we sat down and discussed we realized that we can come together and do one business and draft one business plan.”

“Motherwell Youth Development Forum (MYDF), when it was formed in the year 2000 was a ‘combination’ of different youth organizations here in Motherwell: as you know you get young people from arts and culture, you get them from religious sectors, you get the disabled, you get them from political structures, and so on.”

Cuthbert (2001:30) states that South African government faces a challenge when it comes to funding since its democratic election in 1994 whereby non-profit organisations (NPO's) who had relied on foreign funding previously reported that their donors are leaving the country or are diverting their funding to the government in order to prevent overlapping. Further, South Africa has a population of around forty million, and with its growing numbers of disadvantaged and high risk people it has seen a rapid rise of organisations offering to meet the needs of the people. Therefore the welfare and the community development activities in South Africa have been seen to a large extent as being co-operative ventures between the government departments and private organisations. Furthermore, Cuthbert (2001:29) states that this country is moving through a period whereby aid programmes are being dominated by guidelines set up through the Reconstruction and Development Programme and Poverty Alleviation Strategy.

3.3.2.2. Sustainability

In order to ensure sustainability the participants stated that their programs had to generate income and they also had to expand their services to other areas where there was need. They further had to use credible service providers for their training and they also had to undergo financial and project management training which will empower them. The following statements reflect this:

“We have started a process that says now that you have this money, we need to check people who have business plans which are clear; we want to change this project now into profit making.”

“We also intend to extend it to other areas, for example Zwide Township or in a community where we know people are in need of services. So we want to spread our wings and reach places that have not been reached, automatically it will sustain our business and we will benefit.”

Marais et al. (2002:107) state that development must be based on reality, as they are of the opinion that reality tends to be put aside when formal theory is adopted. They believe that theory grounded in local need and undertaken with local consent and participation has a greater chance of being relevant and sustainable.

Gray and van Rooyen (2002: 198) state that by involving people at all levels, micro, meso and macro, they begin to feel that they own the project and that they are part of the solution. They believe that this process empowers people and enhances their potential as productive members of society, so that projects, programmes and schemes that are people-driven and implemented with local consent and participation, have a chance of being relevant, appropriate and sustainable.

Saleebey (1997) endorses this viewpoint by putting forward principles that endorse the assertion made by Gray and van Rooyen (2002). Firstly, he states the principle of empowerment embraces the process of assisting individuals, groups, families and communities to discover resources within and around them, and to discover the power within people and communities in order to have control over their lives. Rappaport (1990) in Saleebey (1997) asserts that an empowerment agenda requires the creation of opportunities for the alienated and the distressed in order to

gain control over their lives. Furthermore, empowerment is about believing and trusting people's institutions and believing in people's dreams.

Secondly, the principle of membership which entails that people need to be valued citizens and members of the community. It refers to a sense of belonging, entitlement to dignity, respect and the responsibility that comes with such membership.

Thirdly, the principle of resilience which indicates that people have the ability to rebound from serious troubles and bear up in spite of ordeals that they experience. It refers to the "continuing growth and articulation of capacities, knowledge, insight, and virtues derived through meeting the demands and challenges of one's world, however chastening" (Saleeby 1997:9)

Fourthly, the principle of healing and wholeness requires a relationship between the individual and the larger social and physical environment. He argues that, "healing implies both wholeness and inborn facility of the body and the mind to regenerate and resist when faced with disorder, disease and disruption" (Saleeby, 1997:9) He further states that, "Healing occurs when the healer or the individual makes an alliance with, or instigates the power of the organism to restore itself" (Saleeby, 1997:9).

Lastly, dialogue and collaboration principles state that human beings come into being through a creative and emerging relationship with others. Further a caring community is a community that confirms and give each person and group a round of their own through encounters that dedicate healing and empowerment.

The 'meaning' of these principles for this study is that for the projects to be sustainable, members of the various organizations in Motherwell must have a sense of belonging to a group in order to promote healing from redressing the disadvantage of the past. It is only then that individual and community empowerment can be promoted through skills development as explained in the next discussion on skills development.

3.3.2.3. Skills development

The participants voiced that skills development is very crucial as part of development. They stated that the funding they received from the government for their projects would also be used to equip them with the necessary skills in small business administration.

The following statements support this:

“Yes, in business skills, and how were they going to be trained, for example, training them in the skills they need like in brick laying, they will be trained and get that skill.”

One of the participants supported this by stating:

“To add, also as an executive we had to go through the process of capacity building because we cannot talk about huge funds and the question of lobbying. We as an executive we had to go for a certain course on empowerment and also understanding how we have to keep this programme surviving even after the funding that we received from the department has stopped.”

Snyman (2002) in Marai et al. (2002:111) endorses the skills development and proposes basic concepts that seek to promote community empowerment, and later proposes a pragmatic model based on the experiential learning and realities of a local community that was apathetic

at the beginning but later 'flourished' into a self reliant dependable community. Also, he states that it is important that people discover their own potential as they are conditioned by the idea that they are poor and therefore cannot do anything about it. Further, Snyman in Marai et al., (2002:111) suggests a step by step approach that takes into consideration the pace of the community. It refers to going through each step and without rushing to the next step prematurely. It is important that people be taught self reliant skills that will lead to sustainability. Self reliance leading to sustainability refers to the fact that people should make sure that their projects are income generating in order to sustain themselves. He also points out that participation by local people in projects encourages ownership. The participants in this study had to actively participate in community development projects in order to gain ownership of their projects. They were already spreading their projects to other communities which are in need of their services. This initiative would ensure the replication of skills and sustainable development.

Snyman (2002) in Marais et al. (2002:112) proposed a model which consists of three basic components. The first component states that "a facilitator should be a committed individual moving undauntedly towards the goal of community empowerment according to the principles of a participatory and person-centred approach". The facilitation of a basic needs analysis and the selection of members for the formalised body are some of the functions of the facilitator. The second component refers to a formalised body which should be instituted by community members, including leaders and people at grassroots level who are actively involved and interested in the empowerment of their community. The third component refers to independent projects, which should be initiated and managed by members of the community. This would instill the principle of

self reliance and independence. They can approach the executive committee for funding but also make some financial contribution towards the projects. They should generate income and create job opportunities, as these are the conditions laid down for funding of the current projects in which the participants of this study are involved. Open communication channels and interaction between various components are important.

A Joint Initiative for Priority Skills Acquisition (JIPSA) initiated by the government under the auspices of the Deputy President, Ms Mlambo-Ngcuka, is a blue print which seeks to address skills development of particularly the youth of this country. It is a structure led by a committee of key ministers, business leaders, trade unionists and education and training experts. Its thrust is to identify urgent skills needed for the country and provide effective solutions to the crisis of shortage of skills in South Africa. JIPSA will have an initial timetable of 18 months starting from March 2006 after which its future will be reviewed (Media briefing by Deputy President Mlambo-Ngcuka, February 6, 2006).

According to the National Youth Policy (1997) the National Youth Commission (NYC) has lobbied for the establishment of the Umsobomvu Youth Fund (UYF) to drive youth economic participation in South Africa. Its aim is to provide 'soft loans' to young people who were grossly disadvantaged by apartheid, and an opportunity to provide them with business skills. The Umsobomvu Youth Trust is driving a number of initiatives, many of which entail youth volunteers in order to support a range of skills development programmes.

The Accelerated Shared Growth Initiative of South Africa (ASGISA) is another initiative under the 'arm' of the Deputy President of South Africa.

The Draft South Africa Country report for the fifth African Development Forum (2006) proposes that ASGISA should bring youth to the centre of its projects through its deliberate programs of skills development in the critical areas of engineering and town planning and business support programs. It must allocate a bulk of its project contracts to youth businesses and ensure their mentorship. Initiatives aimed at capacity building among young people in the areas of economic participation and investment should be strengthened and broadened.

3.3.3. Suggestions put forward by participants to improve this situation

The participants made a number of suggestions which, if implemented by relevant departments will improve the situation regarding the processing of government grants. The following sub-themes are suggestions put forward by participants:

3.3.3.1. Stability of officials at work

The participants cited a situation in which the government experiences staff turnover. They voiced that this situation directly affects the process of application for funding as documents get lost and no one is accountable for the loss. The following statements endorse this;

“So the same thing that happens in social development about the staff getting in and out. We also experience the same problem with IDT, you find that today there is this project manager and tomorrow you find another one and the work that you are doing is being derailed.”

Another participant verbalised this in the following manner:

“And we are told that this person resigned and that one died and we ended up going to Bisho to find out who is delaying this process, are we getting the funds or not?”

The participants suggested that there should be stability in the assigning of officials to look at applications for funding and to ensure that the documents are not lost in the process.

Randall and Hansen (2006:1) state that people expect to achieve certain ideals from their jobs or from their employers and that the ideas or values they hold dear in their hearts have a direct impact on their satisfaction with their job or even with their lives. This implies that people get dissatisfied at their jobs for various reasons and as a result, they change their jobs due to dissatisfaction as the authors indicate.

Further, in dealing with the instability of officials at work, these authors suggest that employees need to evaluate their work place and do self assessment as well. They pose a question that the employees could ask themselves when they assess themselves, and this question is: “After several job changes and promotions, are you still doing the kind of work that really suits you?” The answer to this question would enable one to realize what one needs in life (Randall and Hansen, 2006:1).

3.3.3.2. Contextualisation of funding

The participants expressed that funding should be contextualized according to specific areas and socio-economic conditions of those areas. They believe that communities differ in terms of needs and challenges. The following remarks reflect this:

“We are not saying the government should stop to empower people. Port Elizabeth is not the same as Grahamstown or Transkei or Cradock; they are different.”

German and Gilterman (1986:619) state that “the ecological perspective is a useful approach as it seeks to understand the complex reciprocal relationship between people and environment” (Germain and Gitterman, 1986:619). In other words there is a relationship between human beings and elements of their environment which examine how organisms and environments achieve adaptive balance or sometimes fail to do so. They state that “In human beings the adaptive processes are psychological, social, cultural as well as biological” (Germain and Gitterman, 1986:619). This shows that communities differ in terms of cultural, biological, social and psychological needs as the participants stated. Therefore all projects and the government funding must be contextualised according to those needs.

Participants had to adapt and cope in difficult situations in their community due to high levels of unemployment and poverty that were at times stressful. Germain and Gitterman (1986:619) state that “coping efforts are the special adaptations evoked by the experience of stress; that is, adaptation under relatively difficult circumstances and conditions” (Germain and Gitterman, 1986:619). They also point out that “coping requires both internal and external resources, and therefore express a person-environment relationship” (Germain and Gitterman, 1986:620). Further, they point out that a sense of identity and self esteem are significant outcomes of people-environment exchanges and that competence is tied to a great sense of identity which leads to self-direction (Germain and Gitterman, 1986:622). The findings of the study showed that the participants’ self-esteem and identity were affected by the conditions of

their community and therefore the government funding would assist them regain a sense of competence which will enhance their identity and self-esteem as they actively participate in sustainable projects.

3.3.3.3. Transference of Skills

The participants were of the opinion that government officials should assist the beneficiaries of government funds in terms of managing their projects. In other words they should train them in skills like project management, office administration, business and organizational skills.

They verbalised that as follows:

“... so they must be of help to these projects and know that they even build capacity for these people because they are doing project management, then they can run the finances of their project. Why can't they transfer those skills?”

In order to address the question of skills development in South Africa the Skills Development Act (1998:1) established the National Skills Authority, Sector Education and training Authorities, and other bodies in the department of labor to promote development and training. Some important interventions in the skills area is the development of an Employment Services System which aims at closing the gap between potential employers and employees. Other skills projects include the deployment of experienced professionals and managers to local governments to improve the skills in project development implementation and maintenance capabilities

3.3.3.4 Setting clear standards and maintaining them

The participants felt that it seems as if the government does not have clear standards when a private institution, in this instance IDT, is assigned to monitor its programmes. So they suggested that the government should set clear standards for small business organizations.

The following statement reflects this:

“So other important things are when the government assigns a private institution e.g. IDT to monitor its programmes. It must be able to set standards that this is what we expect from you per month around these projects so that they are of help to them.”

The government must set clear standards and maintain them. Blair (2006:8) is also of the opinion that when setting standards, communication is significant in order to monitor progress, to receive any warning of danger, to promote co-operation, and to motivate through team involvement. Furthermore, regular reports are very important. Information that is needed needs to be clearly defined and be provided in a rapidly accessible form. He is also of the opinion that once a project is in motion, it requires direction and momentum. One needs to establish at the start the means to monitor and influence the project's progress.

3.3.3.5. Project to be introduced at schools

The participants suggested that the government should do research in schools and introduce the development programmes in the school setting so that by the time young people complete matriculation, they should not waste their time; they are already empowered with skills.

The following statement endorses this:

“How I see it, if the government could do research I think if the government wants to develop people it should start in schools because you find that most of the time we were doing nothing. We did not have money to further our studies until we came up with the ideas of business and we have wasted a lot of time doing nothing.”

One of the participants added the following:

“So if it could be possible that when young people complete their matriculation what will happen, will they further their studies? Or those who are interested in business would apply in time because we have wasted a lot of time and now we have to go back to pen and paper.”

Another participant cited that:

“Starting from schools since the schools should be institutions of excellence. We should not study for twelve years but still have to go and learn business skills and how to budget and have to pay a lot. That is what I see.”

The government should allocate more funds to schools and institutions of learning in order to introduce small business courses. According to the National School Policy (1996) the state must fund public schools from public revenue on an equitable basis in order to ensure that the proper exercise of the rights of learners to education and the redress of past inequalities in education are addressed. The state must on an annual basis provide sufficient information to public schools regarding the funding of small businesses should the students be interested in that area.

3.3.3.6. Projected Budget

The participants suggested that the process of accessing funding takes long and directly affects the budget. For example it takes a year or two to

receive the funds, by that time inflation has affected the initial budgeting submitted along with the proposal. The following remarks reflect this:

“Just to add another thing that is important in this whole thing is that you know when the government approved the project, they consider the project which submitted its business plan in 2000 and got its funding in 2003. You find that when you compare 2003 prices and 2000 prices they are very much different and then it affects the costs and how the project should be done, like the targets that were set. For example we said we will train 500 people in the whole 5 years but you will find that the prices have the changed.”

Another participant added that:

“They must also be flexible in terms of understanding the constraints that we experience whenever they are budgeting. They must be very much strategic because they must also include everything, they must price everything.”

Mthethwa (2003:19) is of the opinion that we are living in a situation where inflation affects every one of us and he further explains that inflation is a general rise in the prices of goods and services. Therefore, the impact of inflation cannot be underestimated when doing financial planning of any description, hence the participants were of the opinion that the government would take this into consideration (and ‘inflate’ the budget).

3.3.3.7 Training of co-ordinators

The participants felt that it seems as if the co-ordinators of this government programme are not showing competency and professionalism when dealing with the beneficiaries, as they experience delays in receiving the funding, hence the participants suggested that there should be training for supervisors. The following remark supports this viewpoint:

“Another thing is that there is supposed to be somebody who supervises the coordinators and check if they are doing their work properly because that is one thing that makes the process to delay. Maybe the coordinators do not do their work properly. The people are willing but you will find that the coordinators are delaying, then if there could be a supervisor to check and even ask if there are any problems. The process delays and people look for other jobs because they need something to sustain their families.”

According to the Deputy President Mlambo-Ngcuka at a Media Briefing (February 6, 2006), it is “evident that we lack sufficient skilled professionals, managers and artisans, and that the uneven quality of education remains a contributory factor”. In order to redress this lack of skills the following levels of training must be targeted:

- **University level**

According to Gray (1998:19) “the literature of social work has, for the most part developed in Britain and America”. Student social workers were taught how to render services the American or European way. When they graduate, they would address South African problems the American or European way. Some of the reasons why South African social workers felt comfortable using casework method are: the focus on casework social work training, its extensive use in statutory work and the sociopolitical climate that discouraged macro level intervention (Gray, 1998:26). The same trend could be said of other disciplines, since before 1994 institutions of higher learning in South Africa were offering western curricula and thus were unable to effectively address the South African context.

- **Practice level**

The theoretical framework that social workers received at university level was put into practice at grassroot level. Patel (2003:230) states that one of the lessons learned on the transformation of social welfare was that progress was derailed by human resource capacity constraints and lack of appropriately trained personnel. Patel (2003:10) is of the opinion that the success of restructuring the welfare system depends on employing staff with the right levels of skills. At practical level the coordinators need to undergo training in order to acquire skills such as interpersonal skills business skills that will enable them to improve their human relations so as to assist the beneficiaries in the process of applying for funding.

3.4. CONCLUSION

The findings of this research study revealed the following. Firstly, beneficiaries experienced difficulties before accessing the funding, for example the lengthy process of accessing the funds. Secondly, the departmental staff turnovers which further delayed the process also influenced the planning at local level. There were specific criteria that the participants had to meet in order to get the funding. These include a sound business plan, be gender sensitive, be unemployed, and be physically challenged. Those infected with HIV and Aids would not be discriminated if they were to participate in this study.

Further, 'criteria' and requirements at the end of the project included the following: that the project must be sustainable and income generating, must focus on job creation and the beneficiaries should be equipped and empowered with business and project management skills. The following

chapter concludes the research study by providing a summary of the whole study as well as the researcher's major findings and recommendations.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

4.1. INTRODUCTION

Chapter 1 provided an overview of the research question and the motivation for conducting the research study was discussed. The research methodology was provided and the plan to implement this study was discussed.

In chapter 2 the focus was on the research methodology and discussion of the research process was provided. A qualitative paradigm was employed in this research study and it comprised the phases as outlined in De Vos et al (2002:85).

Chapter 3 focused on the findings of the research study. Literature verification and direct quotes from the interviews were employed. The findings were presented comprising of themes and sub-themes.

This chapter provides a summary of research findings and forms the last phase of the study. A summary of the findings and recommendations are provided for possible future research.

4.2. RESEARCH METHODOLOGY AND DESIGN

The research design and methodology used in this study enabled the researcher to gather the information, which gave the researcher insight about the perceptions of beneficiaries.

The aim of this research study was to explore and describe perceptions of selected beneficiaries of government grants for sustainability of development projects as tabled in chapter 1. The research study consisted of selected beneficiaries of government grants for development projects in the Nelson Mandela Metropolitan, in Motherwell Township. The selection criteria for this research study required all participants to be involved in development projects. The study used 2 focus groups consisting of 4-8 members who were involved in development projects funded by the government in the Nelson Mandela Metropolitan.

The sampling consisted of Xhosa-speaking males and females between the ages 18 and 35 years residing in Motherwell Township. The participants were able to read and write in order to facilitate the process of data collection. The process of data collection stopped when data reached saturation. The interviews were conducted in an environment agreed upon by both the interviewer and the participant.

The researcher facilitated entry into the setting with community development workers, from the department of social development in the Nelson Mandela Metropolitan as 'gate keepers'. The researcher made contact with the community development workers by sending letters or e-mailing them in order to become acquainted with the areas earmarked for sampling. They were requested to assist in identifying possible participants

and informing them about the research study and to determine if they were willing to participate in the study. The procedure of the research study was explained to them and the fact that the participants were to sign consent forms.

For the purpose of this study the researcher made use of focus group discussions and in-depth semi-structured interviews. Marshall and Rossman (1999:108) state that in-depth interviewing can be described as “a conversation with a purpose.” This allowed the researcher to ask specific questions in an open ended manner when necessary.

Two recording methods were used during the interviews. Interviews were recorded and permission was sought from participants for this purpose. This ensured that valuable information was captured. The second method was note taking after the interviews, as Tutty et al. (1996: 68-69) state that note taking can serve as a safe guard against mechanical difficulties.

The first interview with the focus group consisting of 4-5 members served as the pilot study. In other words the pilot study helped the researcher to ‘polish’ the research tools. The researcher checked the questions and the interview process to see if anything needed to be changed before embarking on the second interview.

The researcher followed the 8 steps provided by Tesch (1990) in Creswell (1994:154-155) to analyze the data. The researcher studied and interpreted the responses of participants, using a qualitative research design.

4.3. PRESENTATION OF THE FINDINGS

Below is a summary of the findings, presented in three themes:

4.3.1. Perceptions of beneficiaries before receiving funding

The findings of the research study showed that firstly, the participants had to wait for a long time before accessing funding from the government. Secondly, they had to meet certain criteria for consideration for funding. Thirdly, they voiced that they got support and guidance from various stakeholders.

4.3.2. Perceptions of beneficiaries after receiving funding

Participants stated that firstly, they had to 'team up' in their projects in order to get funding because this was one of the requirements by the government in order to prevent overlapping of services and misuse of funds. Secondly, in order to ensure sustainability the participants stated that their programs had to generate income and they also had to expand them to other areas where there was need. They also had to use credible service providers for their training and had to undergo financial and project management training that empowered them. Thirdly, the beneficiaries voiced that skills development is a very crucial part of development. They stated that the funding they received from the government for their projects would also be used to equip them with skills through training.

4.3.3. Suggestions put forward by beneficiaries to improve the situation

Participants pointed out that the government experienced staff turnover and they voiced that this situation directly affected the process of application for funding as documents get lost and no one is there to account for the loss. They also stated this that this derails the process of getting the funds. They expressed that funding should be contextualized according to specific areas, that is, communities differ in terms of needs and challenges. Still further, they were of the opinion that government officials should assist the participants in terms of managing the projects.

4.4. MAJOR FINDINGS OF THE STUDY

The findings of this study revealed a gross lack of skills in South Africa. The study highlighted that skills are desperately needed in the areas of business administration, project management, capacity building, and community empowerment.

A number of initiatives have been put in place by the South African government to address the skills shortage in this country. The shortage of skills in South Africa has been 'echoed' by the Deputy President Ms Mlambo-Ngcuka, in a media briefing 'background document' (February 6, 2006) in which she highlights the areas where skills are mostly needed and the structures that are in place, notably, the Joint Initiative on Priority Skills Acquisition (JIPSA), to identify urgent needed skills and to find a quick and effective solution.

The Deputy President explained that “as a country, South Africa has as yet not taken the matter of skills to a skills revolution level.” (Media briefing by Deputy President Mlambo-Ngcuka, February 6, 2006). Further, she stated that “our quest to be a competitive economy and a winning nation depends on us equipping ourselves appropriately. It is important that, on this day, we commit ourselves to ensure the rapid growth of shared economy, which benefits many and not just a few”. (Media Briefing by Deputy President Mlambo-Ngcuka, February 6, 2006).

The government has put forward the following ways and means of addressing this problem. The Skills Development Act (1998) was passed in order to develop and improve the skills of people in the workplace. The Act provides a framework for the development of skills of people at work, for learnerships that lead to recognised occupation qualifications and for the financing of skills development by means of a levy-grant scheme, as well as a National Skills Fund (Skills Development Act No 97 of 1998). The Deputy President asserts that retired people should be recalled and offered positions to mentor some of unemployed youth, for example, the graduates. She further states that the government would start looking for skills in South Africa, then outside South Africa.

The findings of the study revealed that the participants as well as the government officials lack skills, notably, business skills such as financial management, planning and organizational skills.

4.5. RECOMMENDATIONS

- The findings of this study revealed a lack of skills in South Africa. This was confirmed by participants as they stated explicitly that they

lack skills on project management, business and financial management. It is therefore recommended that the focus should be on skills development in order to empower the youth and build their capacity which will lead to self-reliance and sustainability of projects.

- In addition to these skills, the researcher is of the opinion that more skills are needed to equip the youth of tomorrow, such as:
 - Business skills in order to acquire financial competence and fund-raising skills in order to raise funds for sustainability of development projects, acknowledgement of fund raising policies, and book keeping procedures.
 - Administrative skills that would ensure accurate recording, record keeping and filing systems
 - Interpersonal skills which would encourage leadership and enhance human relations through improvement of verbal and nonverbal communication.
 - Analytic and evaluation skills in order to analyse problems, monitor projects and make sound evaluations.
 - Formal group skills in order to learn useful committee procedures.
- Since one of the requirements of funding was that participants should be involved in community development projects, community empowerment was another area which was identified by the participants. The process of sustainable development needs community participation. If the community is not empowered it will be difficult to get maximum participation by community members and independence which leads to sustainability of community projects. It is recommended that the community should be empowered through

skills development in order to generate community resources and participate fully in decisions that affect their lives.

- Lack of training of government officials and the ordinary people who apply for funding was also identified. It is recommended that government officials and beneficiaries of government grants be trained on the process of application for funding and financial skills in order to understand the process of government funding.
- It is also recommended that the study be conducted with a different age group, for example, participants above the age of 35 who are more experienced in community development projects.

- **4.6. CONCLUSION**

The aim of the study was to explore and describe the perceptions of beneficiaries of government grants for sustaining development projects. The findings showed that firstly, the beneficiaries experienced some difficulties in accessing the funds due to a lengthy process of application. Secondly, the beneficiaries had to meet certain criteria laid down by the government in order to qualify for the funding. The beneficiaries put forward a number of suggestions in order to improve the situation. This study has revealed that there is a lack of skills for both the government officials and the beneficiaries of government funds and that there is a great need for skills development in South Africa as a whole. The government has already started a number of initiatives in order to meet this need, notably, JIPSA and ASGISA under the leadership of the Deputy President of this country.

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APPENDIX I

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Contact person: Zukiswa

Obekekileyo

Uyacelwa ukuba uthabathe inxaxheba kwiziFundo zophando. Siyakukunika lonke ulwazi oluyakunceda ukuba wazi banzi ngezi ziFundo ukuze uyazi nento elindelekileyo kuwe. Le mikhombandlela iyakubandakanya imingcipheko, imfanelo, namalungelo akho njengo mfundwa. Nceda uzive ukhululekile ukuba umbuze umphandi nantoni engekucacelange kakuhle.

Ukuze uthabathe inxaxheba kuyakufuneka ukuba ubhale ileta yokuvuma oyityikityileyo ngokwakho, ibe nomhla ibonise ukuba uyayazi into eyenzekayo yaye namimiselo ebekiweyo uyavumelana nayo. Unalo ilingelo lokukhalaza nangethuba izifundo ziqhubeka. Khawuleza uxele zonke ingxaki ohlangabezana nazo kumphandi. Inombo zomxeba zomphandi zinikiwe. Zive ukhululekile ukuba uzitsalele ezi nombolo.

Ngaphezo koku umelwe ukuba wazi ukuba ezi zifundo kumelwe ukuba ziphunyezwe yi Research Ethics Committee (Human) yale dyunivesithi. Olu phando luquka ingcaphephe ezizimeleyo, ezijongena namalungelo abo bathabatha inxaxheba, ukuze angandyashwa nabo bakhuselwe koluphando nalo lwenziwe ngendlela esesimilweni. Ezi ziFundo azinakwenziwa naphandle kwemvume ye-RECH. Izikhalazo zakho unga zigqithisela ngqo kwi-Research Ethics Committee (Human) okanye kwingqonyela: Research Management at (041) 504-4536.

Ukuba akukho bani ukuncedayo bhalela: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031. Ukuthabatha inxaxheba akunyanzelekanga. Ungala uthanda. Ukuba awafuni kuthabatha inxaxheba kuphando olungempilo, ngoku okanye kwixhesha elizayo awunaku betheka okanye uphulukane namalungelo obunokuwazuza.

Ukuba uthabatha inxaxheba ungajibilika nanininuthanda ungohlwaywa okanye uphulukane namalungelo akho. Kodwa xa uyekayo kumelwe ukuba ubuye uzise

izimvo zakho ukuze uphume kolo phando kakuhle. Ukuba akukwazi ukulandela imimiselo, okanye umphandi ubona ukuba imeko yakho okanye yempilo ayivumeli ukuba uqhubeleke, okanye ngenxe yameko zolawulo ukuthabatha kwakho inxaxheba kungaroxiswa. Izifundo zinga yekwa nanini ngumphandi, okanye yi-Research Ethics Committee (Human).

Nangona igama lakho liyakufihlwa iziphumo zona ziyakubhengezwa esidlangalaleni kwiincwadi zenkcubabuchopho njalonjalo.

Le ncwadi ibhalwe ngokwemigaqo elawula ukuqhutywa kwezifundo.

Owakho ngenene.

Zukiswa Sylvia Gwam
UMPHANDI

APPENDIX II

Faculty of Health Sciences

NMMU

Tel: +27 (0)41 504-xxxx Fax: +27 (0)41-504-xxxx

E-mail Faculty Chairperson: xxxx@nmmu.ac.za

3 May 2006

Ref: 204039290

Contact person: Zukiswa

Dear

You are being asked to participate in a research study. We will provide you with the necessary information to assist you to understand the study and explain what would be expected of you (participant). These guidelines would include the risks, benefits, and your rights as a study subject. Please feel free to ask the researcher to clarify anything that is not clear to you.

To participate, it will be required of you to provide a written consent that will include your signature, date and initials to verify that you understand and agree to the conditions. You have the right to query concerns regarding the study at any time. Immediately report any new problems during the study, to the researcher. Telephone numbers of the researcher are provided. Please feel free to call these numbers.

Furthermore, it is important that you are aware of the fact that the study has to be approved by the Research Ethics Committee (Human) of the university. The RECH consist of a group of independent experts that has the responsibility to ensure that the rights and welfare of participants, in research are protected and that studies are conducted in an ethical manner. Studies cannot be conducted without RECH's approval. Queries with regard to your rights as a research subject can be directed to the Research Ethics Committee (Human) you can call the Director: Research Management at (041) 504-4536.

If no one could assist you, you may write to: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031. Participation in research is completely voluntary. You are not obliged to take part in any research. If you choose not to participate in medically related research, your present and/or future medical care will not be affected in any way and you will incur no penalty and/or loss of benefits to which you may otherwise be entitled. If you do partake, you have the right to withdraw at any given time, during the study without penalty or loss of benefits. However, if you do withdraw from the study, you should return

for a final discussion or examination in order to terminate the research in an orderly manner.

If you fail to follow instructions, or if your medical condition changes in such a way that the researcher believes that it is not in your best interest to continue in this study, or for administrative reasons, your participation maybe discontinued. The study may be terminated at any time by the researcher, the sponsor or the Research Ethics Committee (Human) that initially approved the study. Although your identity will, at all times remain confidential the results of the research study may be presented at scientific conferences or in specialist publications.

This informed consent statement has been prepared in compliance with current statutory guidelines.

Yours sincerely

Zukiswa Sylvia Gwam
RESEARCHER cc:

APPENDIX III



NELSON MANDELA METROPOLITAN UNIVERSITY

INFORMATION AND INFORMED CONSENT FORM

(Please delete any information not applicable to your project and complete/expand as deemed appropriate)

Title of the research project	Perceptions of selected beneficiaries regarding grants for sustainable development projects
Reference number	204039290
Principal investigator	Zukiswa Sylvia Gwam
Address Postal Code	26 Gwadu street, N U 5 Swartkops Valley, 6211
Contact telephone number (private numbers not advisable)	041-504 1148

A. DECLARATION BY OR ON BEHALF OF PARTICIPANT (Person legally competent to give consent on behalf of the participant)		Initial
I, the participant and the undersigned I.D. number	(full names) 	
OR I, in my capacity as of the participant I.D. number	 	
Address (of participant)	 	

A.1 I HEREBY CONFIRM AS FOLLOWS:									
<p>1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by</p> <table border="1"> <tr> <td>Zukiswa Sylvia Gwam</td> </tr> <tr> <td>Social Development Professions</td> </tr> <tr> <td>Health Sciences</td> </tr> </table> <p>of the Department of in the Faculty of</p> <p>of the Nelson Mandela Metropolitan University.</p>	Zukiswa Sylvia Gwam	Social Development Professions	Health Sciences						
Zukiswa Sylvia Gwam									
Social Development Professions									
Health Sciences									
<p>2. The following aspects have been explained to me, the participant:</p> <p>Aim: The investigators are studying: Perceptions of selected beneficiaries regarding government grants for sustainable development projects.</p> <p>The information will be used to: review policy with regard to the issuing of government grants for development projects</p>									
<p>Procedures: I understand that I am being requested to participate in the study as a beneficiary of a government grant in the NMMM.</p>									
<p>Risks: N/A</p>									
<p>Possible benefits: As a result of my participation in this study, there will be a better understanding of the problems experienced by recipients of government grants. Also, this study would help in determining whether government grants are sustainable or not. This information will assist social workers, development workers and policy makers in refining policy for accessing government grants.</p>									
<p>2.5 Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the investigators.</p>									
<p>Access to findings: Any new information/or benefit that develops during the course of the study will be shared as follows: The findings of this study will be shared with social workers, development workers and policy makers who are responsible for making government grants accessible to people.</p>									
<p>2.7 Voluntary participation/refusal/discontinuation:</p> <p>My participation is voluntary <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle <input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE</p>									
<p>3. The information above was explained to me/the participant by</p> <p>(name of relevant person) Zukiswa Sylvia Gwam</p> <p>in <table border="1"> <tr> <td>Afrikaans</td> <td></td> <td>English</td> <td></td> <td>Xhosa</td> <td>X</td> <td>Other</td> <td></td> </tr> </table></p> <p>and I am in command of this language/it was satisfactorily translated to me by</p>	Afrikaans		English		Xhosa	X	Other		
Afrikaans		English		Xhosa	X	Other			

<div style="border: 1px solid black; padding: 2px; display: inline-block;">(name of translator) N/A</div>		
I was given the opportunity to ask questions and all these questions were answered satisfactorily.		
4.	No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.	
5.	Participation in this study will not result in any additional cost to myself.	

A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT					
Signed/confirmed at			on		20
<div style="border: 1px solid black; height: 100px; width: 100%;"></div> Signature or right thumb print of participant		<div style="border: 1px solid black; height: 40px; width: 100%;"></div> Signature of witness			
		<div style="border: 1px solid black; height: 40px; width: 100%;"></div> Full name of witness			

STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

I, Zukiswa Sylvia Gwam declare that

I have explained the information given in this document to

(name of patient/participant)

and/or his/her representative

(name of representative)

he/she was encouraged and given ample time to ask me any questions;

this conversation was
conducted in

Afrikaans

English

Xhosa

X

Other

and no translator was used / this conversation was translated into

(language)

by

I have detached Section D and handed it to the
participant

YES

NO

Signed/confirmed at

on

20

Signature of interviewer

Signature of witness

Full name of witness

DECLARATION BY TRANSLATOR

I,

I.D. number

Qualifications and/or

Current employment

confirm that I

translated the contents of this document from English into
(indicate the relevant language) to the participant/the participant's
representative;

also translated the questions
posed by (name)
as well as the answers given by the investigator/representative; and
conveyed a factually correct version of what was related to me.

Signed/confirmed at

on

20

I hereby declare that all information acquired by me for the purposes of this study will be kept confidential

Signature or right thumb print of translator

Signature of witness

Full name of witness

IMPORTANT MESSAGE TO PATIENT/REPRESENTATIVE OF PARTICIPANT

Dear participant/representative of the participant

Thank you for your/the participant's participation in this study. Should, at any time during the study:

an emergency arise as a result of the research, or
you require any further information with regard to the study, or
the following occur

--

(indicate any circumstances which should be reported to the investigator)

Kindly contact
at telephone number

(it must be a number where help will be available on a 24 hour basis, if the research project warrants it)

APPENDIX IV

SEMI –STRUCTURED INTERVIEW GUIDE

IMIBUZO NGEZIMVO

5. Describe to me briefly the history of your project?
Ndinike imbali yeliphulo ngokufutshane
6. What is the criteria of getting the government grant for the project? What is your opinion about this criteria?
Inkxasomali evela kurhulumente ifumaneka phantsi kweyiphi imiqathango?
7. In your opinion are the grants effective in ensuring sustainability of the project, if yes in what way are they, if no what suggestions can you put forward?
Ngokwembono zakho ingaba le mali-nkxaso iyasebenza, ukuba ewe isebenza njani, ukuba hayi undacebisa ntoni
8. What plans does your project have to ensure its own sustainability should the Government grant cease?
Zeziphi izicwangciso iphulo lakho elinazo ukuqinisekisa ukuba linako ukuzimela naxa inkxaso karhulumente iyekile?